DOCUMENT RESUME

ED 136 043 08 CE 010 201

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TITLE A Task Analysis of the Clothing Service Occupations in the State of Wisconsin. Final Report.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE [76]
CONTRACT 19-071-151-226-C
NOTE 115p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Clothing; *Clothing Maintenance Specialists; Curriculum Development; Curriculum Research; Employer Attitudes; Job Analysis; *Job Skills; Occupational Home Economics; Occupational Surveys; Seamstresses; Service Occupations; Sewing Instruction; *Sewing Machine Operators; State Surveys; *Task Analysis; Textiles Instruction
IDENTIFIERS Wisconsin

ABSTRACT

A study was conducted to identify the different entry level jobs available and to determine the competencies, qualifications, and/or training important for persons seeking employment in clothing apparel and textile service occupations in the State of Wisconsin. The four occupations studied were sewing machine operator, fabric specialist, alterations hand, and laundry and dry cleaners. Four separate questionnaires were designed and sent out to 151 randomly selected companies: 39 laundries and dry cleaners, 35 fabric stores, 32 alterations establishments, and 45 sewing machine operator employers. To obtain information about the personal characteristics desired in employees, 20 professional visits were made to interview five respondents in each of the four job areas. The data obtained from each questionnaire was tabulated, computed, and evaluated separately within each job area, using means, standard deviation, median, and rank order. The four questionnaires are included, as are the task lists with mean frequencies, and recommendations for setting up a clothing service curriculum based on the study's conclusions. (Author/HD)

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ED136043

Final Report
19-017-151-226-C

Conducted by
Shamiram Mazejy

Center for Vocational,
Technical and Adult Education
University of Wisconsin-Stout

for

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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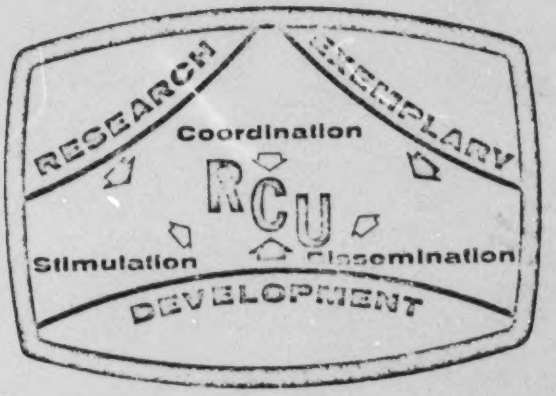

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The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to Dr. Marcia D. Metcalf for her valuable ideas, guidance, encouragement, concern, and patience throughout this study. The author also wishes to extend a very special thank you to the two members of her committee, Dr. Marybelle R. Hickner and Dr. Beverly Schmalzried.

The author would also like to thank Dr. Orville Nelson, Dr. Harold Halfin, and Mr. Raymond Szymanski, who helped with the initial proposal of the study and to the Wisconsin Board of Vocational, Technical, and Adult Education who provided funds for the research.

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Summary

The purpose of this study was to identify the different entry level jobs available and to determine the competencies, qualifications and/or training important for persons seeking employment in Clothing Apparel and Textile Service Occupations, in the State of Wisconsin.

The four Clothing Apparel and Textile Service Occupations studied were, sewing machine operator, fabric specialist, alterations hand, and laundry and dry cleaners. Four separate questionnaires were designed and sent out to 151 establishments. The data obtained from each questionnaire was tabulated, computed and evaluated separately within each job area, using means, standard deviation, median and rank order.

Chapter I

Introduction

The clothing industry is a large and complex one. It would be helpful to become acquainted with occupational needs and opportunities within this industry, since this is where the majority of VTAE school graduates from the Clothing Apparel and Textile Service programs will be employed in the State of Wisconsin. In order to do this, one must know what jobs are available and what qualifications a graduate must have to obtain one. This project has been designed to study the Clothing Apparel and Textile Service occupations in the State of Wisconsin.

Problem

The purpose of this study was to identify the different types of entry level jobs available and to determine the relative importance of the competencies, qualifications and/or training important for persons seeking employment in Clothing Apparel and Textiles Service Occupations, in the state of Wisconsin.

An underlying purpose was to open up the channel of communication between the VTAE school, and the employment world in order for the VTAE schools to better meet the needs of their communities.

The results of this study could be used as a guide by the VTAE schools when setting up their Clothing Apparel and Textile Service occupations curriculum.

Goals

The following objectives were established:

1. To determine the types of jobs available in the Clothing Apparel and Textile Service occupations in the State of Wisconsin.

2. To determine the different level of jobs on the career ladder available in the State of Wisconsin.
3. To develop a guide for the VTAE schools in the State of Wisconsin which would provide a base for a Clothing Apparel and Textile Service occupations curriculum.

Rationale

In the State of Wisconsin there is an increasing awareness of the need for adult vocational education, which will serve not only students entering the labor market, but the companies in which they seek employment. To meet this need, educators must determine the companies within the community in which employees are needed and the skills and abilities which the students must possess in order to satisfactorily enter the world of work. The need for a study of Clothing Apparel and Textile Service occupations was suggested by the Wisconsin Board of Vocational, Technical and Adult Education Home Economics Educational Consultant, Helen Scheve.

The American Textiles Manufactures Institute reported (1) "that there will be decreasing opportunities for low-skilled workers but increasing opportunities for well-trained persons." Opportunities for skilled persons in the area of Clothing Apparel and Textile Services has increased, and consequently there is now a demand for occupational instruction in this area. Before this demand can be met, one must ascertain where and what jobs are available which require a knowledge of clothing and textiles.

The apparel industry is a large one with a wide variety of different jobs, some of which can be learned in a few weeks, and some which take several years. Many employers prefer to hire vocational school graduates from schools with good Clothing Apparel and Textile Service programs for beginning or entry level positions, especially if they have had formal

on-the-job training, the VTAE should provide a program which will prepare its graduates for such employment.

Definition of Terms

1) Clothing Service Occupations: The blue collar clothing occupations that serve the consumer, such as fabric specialists, launderers, dry cleaners, alterations hands, tailors, and industrial sewing machine operators.
2) Industrial Sewing Machine Operators: One that operates various industrial sewing machines joining one or more pieces of fabric together, to mass produce garments.
3) Fabric Specialist: Persons who are employed in a fabric store, sewing machine center, and/or retail store selling fabric and notions to the consumer.
4) Alterations Hands: Those whose job it is to make alterations on garments of all types purchased from the establishment where they are employed, as requested by the customer.
5) Dry Cleaner and/or Launderer: One who works with restoring garments with modern dry cleaning methods of spot removing, cleaning and finishing or through modern methods of washing, ironing and finishing.

Chapter II

REVIEW OF LITERATURE

Introduction

Clothing service occupations are both very diversified and specialized. A clothing assistant performs a variety of operations, such as repairing and altering clothing (Alteration Hand), performing numerous tasks in drycleaning establishments, guiding customers in their selection of patterns and fabric, and, occasionally, making garments for others. To be successful in these specialized occupations, students must develop skills and understandings needed to perform the tasks involved on the job.

Industrial Sewing Machine Operators

The garment industry began with men's ready-to-wear in the early 1800's almost a half century before the women's apparel industry started.

By 1880, the steady stream of German and Austrian Jewish immigrants had cornered the market; labor was cheap. In New York, contractors would go down to Essex and Hestor Street to greet the most recent shipload of immigrants. In Philadelphia and Baltimore, manufacturers would meet the boats to get workers.

Unsanitary conditions, long hours and low wages helped to give sweatshops their unsavory name. Improvements came slowly. With the outbreak of war, in 1914, the flow of immigrants was curtailed and for the first time workers were at a premium (11).

Since then, the clothing industry has taken a shift in the type of worker entering the factories. The foreign born immigrants have practically

ceased coming into this labor market as sewing machine operators. Manufacturers no longer have the large groups of workers they once had to choose from many of whom already were trained to sew (1).

Today, manufacturers now have to recruit operators from native born Americans. Every racial group is employed in the clothing industry. One of the most significant changes that has occurred is the proportion of women entering the clothing factories. Today, this industry employes more women than any other employer in America and is vitally important to the economy of the country. It sells more than 34 billion dollars worth of garments each year. Most consumers no longer make what they wear and use. Even people that sew prefer to buy certain items ready-made rather than sew them themselves (1).

There are more than 29,000 apparel manufacturers in the U.S. employing 1.5 billion people. Eighty percent of these employed are by companies comprised of 50 people or less. Ninty percent of the companies have assets of less than $100,000. Only 150 firms employ more than 500 people. Yet, in 49 states the apparel manufacturing industry ranks as one of the top five employers (7).

The majority of jobs in the garment industry are for sewing machine operators. The skill of the operator will vary in accordance to the difficulty of the tasks performed. Some manufacuteres prefer to train their own help for the jobs in their plant, while some feel domestic or vocational school training is beneficial, and in some cases, even required.

However, effective training of sewing machine operators has proven difficult because many of the factors creating the need for good training are also the same reasons responsible for making training difficult. Only five percent of the industries' 29,000 plants who do their own training do

a good job, according to A.A.M.A., 1968 (1).

Many failures in training can be traced to the poor testing and selection procedures when hiring a new employee. Other failures can be traced to the lack of trained instructors. Training in many plants is done by the production supervisor whose first responsibility is to get the work out. Failure to follow up on a trainee's progress and to detect and correct mistakes is another cause of poor training.

In some cases new employees have been hired only because of their availability, and not their capabilities. They fill out an application, are handed a time card, and then directed to the floor supervisor. It would not be unusual for a new employee to get lost and become completely confused by the activity on the operating floor (1).

Despite the obvious need for good training the apparel industry has not progressed far in the last ten to twenty years. Training still remains unsystematic, and does not utilize modern advances in training theories or practices. Some manufactuters consider training an unnecessary expensive nuisance and spend a minimal amount of time on it. Others feel good training is a luxury they cannot afford (1).

A few manufacturers with a more realistic view feel effective operator training is a positive means of improving efficiency. Like a new piece of equipment, training can be used to increase production and profits for their plants. However, these companies are still in the minority, but the minority is growing (1).

The testing and screening of new employees is the first step to finding people with the ability to do the job. Testing is not a foolproof system, but it does help single out probable failures. Testing is not meant to take the place of the employer's judgment, rather to help by sup-

plementing it--thus eliminating an applicant who does not meet the standards of manual dexterity and/or mental comprehension. Even after testing, only about fifty percent of all the trainees hired will be able to complete the training process and become qualified operators (1).

Three of the many different types of tests used in testing an applicant are: 1) the pin board set which tests the applicant's ability to do fine work with their fingers and to make rapid finger movements neatly and accurately, 2) the form board which measures the applicant's intelligence, and 3) the perception test which tests the applicant's ability to perceive patterns.

At present there are five different ways the industry trains sewing machine operators: 1) the "sink or swim" method, 2) operator assisted or "buddy" system, 3) production line, 4) conventional vestibule, and 5) the scientific training method (1).

The first one, the "sink or swim" method, should not even be considered a training method since the new employee is left on his/her own to learn by observing other operators, and to make and correct his/her own mistakes. This method results in poor quality workmanship, and bottlenecks in the production line. It is the poorest of all methods used in training an operator, and is not used very frequently.

The operator-assisted or "buddy" system is used only to some extent. It consists of assigning a trainee to an experienced operator in the production line to be trained. The same problems tend to occur in production with this system as with the "sink or swim" approach. The main problem with this method is that the experienced operator is more concerned with producing than with teaching (1).

The production line method is the most common method used throughout the apparel industry. In this method the new employee receives all her

training on the production floor surrounded by experienced operators and the bustling activity. The main advantage of this approach is the sense of belonging it creates through contact with the supervisor, but the disadvantage is that the production supervisor must train new employees in addition to keeping production up, which is usually difficult for one person. This problem can be solved by hiring someone whose main job is to train new employees. If the company has enough money for this, they should consider setting up a scientific training center (1).

In the vestibule training method, the new operator is taught the complete work cycle at once, then slowly, as she gradually gains skills, speed and stamina, the speed is increased until she is ready to work in the production line. Without a qualified trainer, the systematic training in this approach has few benefits (1).

Today, the scientific method is a new concept in operator training and has established itself as the latest, most effective way to train an operator in this country. This is because of its concentrated approach to learning. An essential part of the scientific training approach is the close supervision of trained instructors. The scientific training method reduces each operation to its basic components, a careful analyzation of the skills required for a specific job. The training usually takes place in a separate training center off the production floor, though excellent results have been obtained with it on the production floor (1).

According to Solinger, one New York manufacturer stated that his training costs were about $3,000 a year due to operator turnover. However, he failed to include power, supervisory and capitalization changes that increased the cost per unit, plus the loss of sales due to late production. When these things were pointed out to him, he realized that the cost was many times more than he had originally estimated (13).

The cost of training the average operator varies from $250 to $750. This cost could be reduced to almost zero according to Solinger (13) if the industry could employ vocationally trained skill operators. Solinger believes sewing machine operators should receive their training in public vocational schools, and that the student graduating from such a school should be able to earn her keep within the first two weeks on the job as an operator. If the school cannot meet this, then their vocational program for training sewing machine operators is not as good as it should be.

According to Solinger, pre-trained sewing machine operators must have good eyesight, good finger dexterity, be quick and have hand-eye coordination. They should have the temperament to withstand the mental and physical strain of performing a repetitive task, while maintaining continuous high speed quality production. Factory production work is a result of team work, and the operator should be punctual, reliable and be able to work harmoniously with her peers and supervisors (15).

The beginning level operator must be given a basic understanding of the sewing machine and the parts she will be operating. Some of the recommended tasks are how to thread the machine, adjust the tension, regulate the stitch length, replace a bent, broken or dull needle, clean and oil the machine at regular intervals, and attach and/or adjust attachments such as a folding guide (13).

In addition, it is important to know how to join simple seams properly, and sew straight lines, angles and curves (13).
The emphasis in training should be on the muscular control, relaxation, rhythm, coordination and sight reading. Skill speed and quality will then automatically come (13).

The sewing operation is paced by the operator and not the machine.

The operator controls the velocity of the sewing machine, and accelerates, decelerates, or stops the machine as required by the work cycle. She must learn to pick up the fabric and position it on the machine bed before she can begin to sew. Sewing the fabric, extracting it, and placing it aside, in one smooth, continuous and flowing operation is a learned activity (13).

There are four general types of sewing machine operators (13):

1. Line system operator is involved in the mass production of garments quickly and efficiently.
2. The single handed operator is a custom tailor who makes the complete garment from start to finish, the one of a kind garment. He/she must have a basic knowledge of construction.
3. The section operator is in between the two systems.
4. The all around sewing machine operator performs operations on any of the standard or special machines, and substitutes for absent workers.

A line sewing machine operator operates a standard, industrial sewing machine. One single operation is performed with speed and accuracy. The garment is made by attaching different sections as it advances through the plant until the final operation is completed at the end of the line.

Special sewing machine operators operate one of the many special sewing machines. Each machine is designed to do a specific task more efficiently than it could be done by hand or standard sewing machine, thus being more productive (15).

Some types of special sewing machine operators are (15):

Basting machine operator
Blind stitch machine operator
Gathering machine operator
Hem stitching machine operator

Button sewing machine operator
Cording machine operator
Embroidery machine operator
Fagoting machine operator
Felling machine operator
Flat lock machine operator
Gang machine operator
Serging machine operator
Shell machine operator
Snap fastener machine operator
Tacking machine operator
Tubular machine operator
Tucking machine operator

Special sewing machine operators have the best opportunity to travel from shop to shop or job to job, because the operation of their special sewing machine will vary very little from shop to shop. Similar types of special sewing machine operations are found in the shoe, canvas goods, fur goods, and leather products industries. They do not necessarily use the identical machine, or work technique, but the operators could be retrained easily (15).

The more versatile the operator, the more jobs she will be qualified for. Transferring from one operation to another within a shop is possible, but frowned upon by both employers and employees. While the employee is developing speed at a new operation, his earnings will be lower, and the employer's production line slower, resulting in a lag thus increasing cost. Most employers and employees feel the disadvantage of transferring from operation to another outweight the advantages (13).

A sewing machine operator involved in the section system, makes complete parts of garments, joins various garment sections together and attaches previously completed garment parts together. She is usually employed by a manufacturer that requires fine work, such as a manufacturer or lingerie or tailored coats. The specific tasks performed by section operators will probably vary widely (15).

The major distinction between the section operator and the line operator is that the section operator becomes skilled in more than one operation, where the line operator usually performs the same small operation over and over. Both, however, work in a production line (15).

The beginning level operator in time may be promoted to a more difficult sewing task and given a pay raise. In time, depending upon her ability she may become floor girl or foreman.

Alterations

Fifty years ago, fasion was directed and handled by a few small shops. However, today the fashion industry has a complexity of many different industries. The fashion business includes the manufacturers, mail-order houses, stores that sell both garments and the accessories (8). Since garments on the whole are now mass produced in specific standardized sizes, and longer are custom made for the average American, there is a definite need for alteration hands and fitters to adjust these garments to fit (11).

There is now a demand for women skilled in making alterations far exceeding the supply. A talented alterationist can choose from full-time employment in a department store or dry cleaners, to setting up her own business in her own home (19).

Beginning alterationists should have some experience whether at home or at school in clothing construction. Textiles and tailoring are very helpful to the alteration hand as well as a knowledge of alteration techniques and procedures. They should be able to visualize the completed alteration, and know how to fit clothes to make the customer appear stylist and well proportioned. In addition, tact and judgment are needed when conferring with the customer before the sale to determine whether the garment in question,

can be altered in accordance to the customer's wishes.

The alterations hands must determine if the garment selected is the approximate or closest size for the customer. Plus be able to fit the garment on a customer, by first determining the alterations necessary and then taking measurements and using tailor's chalk and/or pins to indicate the needed alterations. She/he should be able to make decisions and concentrate. Manual dexterity, visual unity and color perception are important traits for her to possess along with fashion awareness (15).

In a small store there may only be one employee in the alterations department while in a large store there may be any number of employees depending upon its size. In the smaller establishments, the alterationist is required to do fitting, marking, altering and pressing. In a larger store they will probably handle only one job or task. Thus it is very important that they work as a team.

Alteration hands, in a dry cleaning establishment, are responsible for repairing defects discovered in the garments while in the plant, and making repairs and alterations requested by the customers.

According to the Dictionary of Occupational Titles an alteration hand alters clothes to fit individual customers. This is done by examining the garment to ascertain if any alterations are necessary. If alterations are needed, the stitches are removed from the garments carefully, using a hem ripper or razor blade. She/he then proceeds to shorten or lengthen the sleeves, legs, etc., expand or taken in the waist and/or the chest, raise or lower the collar, and insert or eliminate padding in the shoulders. While the correct alterations are made, the drape and proportions of the garment must still be maintained. The garment is resewn either by machine

or hand and the excess material if any is trimmed off. The garment is examined for any defects or holes that may need repairing such as loose buttons, holes in the pockets, or loose or worn coat linings, etc. It is then pressed using either a hand iron or a steam press according to the type of equipment available (6).

In the study conducted in Iowa in 1974 (4) and the Winifred Davis study (3), it was ascertained that tasks performed most frequently by alteration hands were in relationship to the fitting and altering of ready-to-wear garments (Appendix II).

Fabric Specialist

Most consumers direct their questions to the salespeople at the point of purchase. So it is necessary for the fabric salesperson to be able to give the consumer a meaningful answer pertaining to the use and care of the fabric to be purchased. However, with the many new fibers and finishes on the market today, it has become more and more difficult for store personnel to become familiar with how these products behave. However, it is the duty of the salesperson to provide informative facts in terms the customer can understand. The modern customer expects intelligent assistance from salespeople, answers to questions and current, valid and easily understandable information. It must be as complete as possible and meaningful to the customer (5).

Because of her dissatisfaction with salespeople assisting her clothing construction students, Mrs. Cherry, a high school home economics teacher, (18), initiated a vocational education course in fabric, patterns and notions merchandising. Mrs. Cherry put a lot of emphasis on fabric construction, fibers, yarns, finishes and fabric faults. In order to sell fabric, one must feel confident in one's knowledge about it. Along with

fabric construction they learn how to use a measuregraph, how to hand measure and tear fabrics, plus the operation of the cash register and the wrapping of packages. They also learn about style and color, and most important they learn good selling manners. Mrs. Esther Brooks, manager of Berkeley Fabric Center and employer of these students, says she likes the way the girls handle the customers, take instructions and get the job done.

In Winifred Davis' investigation (3) of the kind and depth of knowledge needed by homemakers, fabric salespeople, and alterationist in clothing and textiles, each group was asked to rate thirty items covering clothing construction, selection and care. A group of specialists also rated the items according to their perception of what was needed by each group. For fabric salespeople few items were rated as requiring little or no knowledge. The knowledge of how to care for the different types of fabric and how to check body measurements were of prime importance. The use and care of sewing equipment, how to select fabric suitable for garment construction, knowledge of fiber properties and relationship of figure problems to pattern selection followed closely. Davis recommended the items considered important for people practicing these occupations should be included in vocational home economics programs.

In the Iowa study (4) conducted in 1974, the tasks most frequently performed by a fabric salesperson were those in relationship to the adding of a customer with the selection and/or information about fabrics. Other tasks performed frequently were those related to the management and maintenance of the store (Appendix III).

Dry Cleaners and Laundry Dry Cleaners

The term "dry cleaning" comes from the early days when dirt and stains were removed from fabrics without water which in some cases might have damaged the fabric by either shrinking or fading it. However, new methods have been devised and many of them require the use of water making the word dry cleaning no longer completely accurate. Dry cleaning is the cleaning of fabrics that cannot be softly laundered with ordinary hot water and soap.

There are no special hazards in the dry cleaning industry today. The danger of cleaning solvents exploding, has been almost eliminated. Most cleaning plants are well lit and sanitary; however, workers are subjected to unpleasant odors. Although the laundry industry cannot be considered hazardous, there is a slight risk of employees contacting contagious diseases through handling soiled clothes. The conditions inside the plant are often very noisy, humid and uncomfortable (16, 2, 14).

Dry cleaning establishments may do wholesale work, primarily receiving work from various retail establishments throughout the area, or have branch stores where their customer can leave their articles to be cleaned. Some specialize in one kind of work, like rugs, hats and leather goods while others offer a variety of services. Some are small, isolated retailers that do their work right on their premises, and some are small coin-operated dry cleaners. Laundries vary in size from coin-operated ones and those that employ only a few workers, to large laundries equipped with heavy duty industrial washers and dryers. Some specialize in one type of laundry, while others offer a variety of services (9, 16).

In the past ten years industrial trends and technological changes

have improved opportunities in both dry cleaning and laundry for entry level jobs and career advancement. The demands for qualified maintenance men and first-level supervisors have increased while the demands for machine operators has decreased, because of more mechanized equipment.

Trends have been towards franchising operations and coin-operated establishments which has increased the opportunities for self employment (8).

There are over 100,000 establishments throughout this country, 80 percent of which are small retail service establishments. The larger establishments employ about one half of the industry's workers. The Bureau of Labor statistics estimates that employment in these areas will increase from 630,000 in 1971 to 730,000 by 1980. According to the U.S. Department of Commerce, the laundry, dry cleaning and garment repair receipts in 1970 reached 6.8 billion dollars and are expected to increase. This leaves the field open for expansion and development (8). Beginners having an interest in dry cleaning or laundering can learn many of the necessary skills needed through on-the-job training and experience (8, 9). However, in addition to in-plant training, specialized education that includes cooperative work experience is more desirable for higher skilled jobs. The higher the educational level, the more opportunity there is for employment (8, 9).

There are several vocational schools in various parts of the country for those interested in careers by dry cleaning and laundry. The International Fabricare Institute in Joliet, Illinois, offers a variety of courses for beginners and for those that would like a refresher course in dry cleaning, spotting, finishing and dry cleaning and laundry management (9).

According to Dr. James Bedford, good eyesight, good health, manual dexterity, a fair amount of endurance, and carefulness are essential for all persons seeking employment in the laundry of dry cleaning industry. An eighth grade education is required for all positions, followed by a trade school education. However, in many communities on-the-job training is the only kind of training available. A knowledge of fabrics and their properties, the ability to handle and manipulate materials and equipment, plus the understanding of the systems and processes used in a dry cleaning and/or laundry plant is most desirable. A knowledge of chemicals most suitable for renovation or rejuvenation of textile products and an understanding of garment construction are also very helpful (2, 14).

There are a number of jobs available in laundry and dry cleaning establishments. In smaller laundries and dry cleaning establishments, one employee usually must be able to perform a combination of tasks because the volume of work is not as great as in a larger industry where each employee may have only one task to do repeatedly (14).

Counter Person

The counter person meets the customer. In some cases it is the only contact the customer has with the establishment. He/she must have a pleasing voice, be even tempered, alert, patient, tactful, courteous, neat appearance and a liking for people.

The counter person:

1. Receives the work to be cleaned or laundered and makes an itemized list describing each article.
2. Establishes a pick-up date and handles financial transactions.

3. Examines each incoming article for holes, stains, tears, rips, missing buttons, ornaments, buckles or trim and makes a note of them to prevent unjustified damage claims and/or have them repaired.
4. Marks a number on the garment with an indelible pen or pins a printed tag to it.
5. Weighs clothes in establishments where they charge by the pound (9, 14, 16).

Dry Cleaners

Dry cleaners perform dry cleaning functions inside the plant. He must have some form of professional training, either from a technical training school or a professional dry cleaner, where he may start out as a dry cleaner's hand or helper and as he gains in experience becomes a dry cleaner.

The dry cleaner:

1. Receives the soiled articles, separates the work according to color and fabric content before loading the dry cleaning machine.
2. Dry cleans and deodorizes garments by operating machines which washes them in dry cleaning solvents.
3. Decides on the amount and mixture of solvents to be used and for what length of time.
4. Has a knowledge of fabrics, and the composition of cleaning compound and solvents and the effects they will have on various fabrics (9, 14).

Washroom Operator

The washroom operator performs laundry functions inside the plant. He/she is responsible for the safe cleaning of the garments. He/she may start as a washroom helper and as he gains experience becomes a washroom operator.

The washroom operator:

1. Loads and unloads conventional washers.
2. Operates the washing machine switches, valves, and levels to start and stop the machine to control the amount of water, soap, mixes, blueing, and bleaching according to a set formula.
3. Loads and unloads the extractor to dry the garments (9, 16).

Spotters

Spotters spot a garment either before of after they have been cleaned. Spotting calls for a high degree of skill and knowledge. Spotters must have a thorough knowledge of the dry cleaning process and a basic knowledge of chemistry.

Spotters:

1. Determine the fiber content, type of spot or stain, and then select a removal agent which will not damage the fabric.
2. Pre-spot spots and stains that would be harder to remove after the garment was cleaned because they would be fixed by the heat and alkali soap in the cleaning operation.
3. Remove spots dry cleaning fails to by moistening the stain with water and working a lubricant into the stain with a small bone or spatula to loosen the dirt particles. Then he applies a chemical to dissolve the stain. Between each application of

of chemical he rinses the fabric with a spray of water (9, 14).

Seamstresses

After the garments have been cleaned, the seamstress replaces items removed before cleaning, alters, and/or repairs customers' garments.

The seamstress:

1. Operates a sewing machine and works fast and accurately. He/she must also be capable of selecting the proper shade and color of thread needed to repair the garment.
2. Lengthens or shortens sleeves, dress hems and trouser cuffs, repairs old seams and replaces, tightens, or recovers buttons that have been lost, loosened or damaged (9, 14).

Finisher

The finisher must be able to handle various types of garments and fabrics since finishing details are his responsibility. He finished and presses men and women's garments and should be able to operate several types of pressing machines.

The finisher:

1. Determine the proper method for finishing various types of fabrics to prevent scorching or shining.
2. Restores the cleaned articles to their original shape and appearance (9, 14).

Hand Presser

The hand presser presses fancy, delicately assembled garments that need special care.

The hand presser;

1. Presses delicately assembled garments.
2. Slips the garment on over the ned of the ironing board, regulates the temperature of the iron for the particular fabric being pressed.
3. Presses plain parts of the garment, stretch and shape the garment as pressing proceeds, press out the sleeves on a sleeve board, press in pleats where needed with the use of pins, and iron frills, sheering, and cuffs (9, 14).

Inspector

The inspector must be alert and tactful with people. He/She must have good eyesight and be in good health, alert, and accurate.

The inspector:

1. Is responsible for making sure all finished work meets the establishments standards. If the work does not meet plant standards the inspector returns it to the appropriate department to be fixed.
2. Hangs the garment on a coat hanger and examines if for soil, stains, spots, creases, broken or missing buttons, tears, holes, ripped seams and unsatisfactory repairs or alterations (9, 14, 16).

Assembler

The assembler gathers all the pieces of a customers order. He/She must be accurate and alert.

The assembler;

1. Sort articles of work arriving from the different departments in the plant, by matching the invoice description with the

garments tag.

2. Places the work to be picked up in one pile and the work to be delivered in another (9, 14, 16).

The opportunities for people in the clothing service area are great. There is a demand for qualified entry level personnel able to meet its needs. A qualified person can either work in a small establishment or go into a business of his/her own.

Chapter III

METHODS AND PROCEDURE

The purpose of this study was to identify the different types of entry level jobs available and to determine the relative importance of the competencies, qualifications and/or training important for persons seeking employment in Clothing Apparel and Textiles Service Occupations, in the state of Wisconsin. The four occupations studied were Industrial Sewing Machine Operators, Fabric Specialists, Alteration Hands, and Dry Cleaners and Laundries.

Separate sample questionnaires were constructed in each of the selected occupational areas dealing specifically with the tasks performed in each area. An evaluation of the importance of each task was made by the respondent on a five point continuum (Appendix I).

The questions were categorized according to the tasks within each occupational area. (1) Fabric Specialists were separated into six general categories, (2) Alterations Hands into three general categories, (3) Dry Cleaners and Laundries into two general categories, and (4) Industrial Sewing Machine Operators into four: three dealing with tasks, and one with the different types of machines used. Also an area for suggestions and comments was provided for the respondents on each of the questionnaires. To gain suggestions as to the content and structure, the questionnaires were sent to four vocational schools: Madison Area Technical College, District I Technical Institute, Lakeshore Technical Institute and Western Wisconsin Technical Institute; and

eight employers, two in each of the four occupational areas. Revisions were then made, and the revised questionnaires were sent to 151 randomly selected companies: 39 laundries and dry cleaners, 35 fabric stores, 32 alterations establishments, and 45 sewing machine operator employers. The names used in this study were obtained from the Classified Directory of Wisconsin Manufacturers, 1973 & 1974 Volumes, for sewing machine operator employers. Employers of fabric specialists, alterations hands and fitters, and laundry and dry cleaners were selected from the yellow pages in Wisconsin telephone directories.

Each of the four questionnaires was accompanied by a cover letter that defined the purposes of the study. To further encourage responses, a self-addressed, stamped envelope was enclosed with the questionnaires to be answered and returned.

A random sampling of 30% was taken from those non-respondents. They were then contacted by telephone to obtain the answers to the questions that appeared on the questionnaires.

To obtain information about the personal characteristics desired in employees, 20 professional visits were made to interview five respondents in each of four job areas. The cities visited were Madison, Milwaukee, Ashland and Superior. A questionnaire was designed, to be used by the interviewer, dealing specifically with the personal attributes made by the employers using a three point scale.

The data from the questionnaires and the interviews was tabulated, computed and evaluated separately within each job area, using means, standard deviation, median and rank order.

Chapter IV

RESULTS

Introduction

The purpose of this study was to identify the different entry level jobs available and to determine the competencies, qualifications and/or training important for persons seeking employment in Clothing Apparel and Textile Service Occupations, in the State of Wisconsin.

The four Clothing Apparel and Textile Service Occupations studied were, sewing machine operator, fabric specialist, alterations hand, and laundry and dry cleaners. Four separate questionnaires were designed and sent out to 151 establishments. The data obtained from each questionnaire was tabulated, computed and evaluated separately within each job area, using means, standard deviation, median and rank order.

Industrial Sewing

Forty-five sewing machine operator employers were contacted, of these 29 responded or 64%. The sixteen questions were separated into four general categories, three dealing with tasks, and a fourth with the different types of sewing machines used:

1) Operation of the sewing machine
2) Manipulation of material
3) Record keeping
4) Types of sewing machines

In Table I the responses regarding the importance of operating industrial sewing machines is shown. The threading of various types

TABLE I

INDUSTRIAL SEWING MACHINE OPERATORS -
TASKS RELATED TO THE OPERATION OF INDUSTRIAL SEWING MACHINES

N=29

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1	3% * 1	10% 3	3% 1	38% 11	3% 1	41% 12	1	3.64	1.36	3.40
2	0% 0	14% 4	17% 5	24% 7	3% 1	41% 12	3	3.41	1.52	3.28
3	14% 4	28% 8	7% 2	21% 6	3% 1	28% 8	4	2.96	1.67	2.91
10	10% 3	10% 3	14% 4	21% 6	3% 1	41% 12	2	3.57	1.50	3.50

*Top number indicates the percent and bottom number indicates the number of responses.

A. How important do you feel it is for a "Beginning" sewing machine operator to perform the following work activities?

1. Thread typical types of industrial sewing machines.
2. Adjust thread tension on typical industrial sewing machines.
3. Regulate stitch length and width.
10. Use folders and attachments correctly.

TABLE II

INDUSTRIAL SEWING MACHINE OPERATORS -
TASKS RELATED TO THE MANIPULATION OF MATERIALS

N=29

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
4	10% 3 *	7% 2	7% 2	21% 6	3% 1	52% 15	1	3.96	1.37	4.63
5	31% 9	28% 8	7% 2	14% 4	0% 0	21% 6	6	2.7	1.72	2.5
6	24% 7	14% 4	10% 3	28% 8	0% 0	24% 7	5	3.13	1.49	3.0
7	3% 1	14% 4	3% 1	28% 8	0% 0	52% 15	4	3.75	1.50	4.56
8	0% 0	10% 3	7% 2	21% 6	3% 1	56% 17	2	3.93	1.43	4.64
9	0% 0	7% 2	10% 3	28% 8	0% 0	55% 16	3	3.86	1.38	4.59

*Top number indicates the percent and bottom number indicates the number of responses.

TABLE II (continued)

A. How important do you feel it is for a "Beginning" sewing machine operator to perform the following work activities?

4. Assemble various garment pieces correctly.
5. Sew on thick pile like fabrics.
6. Sew thin slipperty types of fabric.
7. Sew angles and squares correctly.
8. Sew curves and circles correctly.
9. Do top stitching and edging correctly.

of sewing machines was considered the most important operation for a sewing machine operator, with 38% of the respondents rating it important and 41% extremely important. Forty-one percent of the respondents also felt adjusting the thread tension, and use of folders and attachments were extremely important. The difference in the rating of these operations occurred in the important column or at the midpoint, with the responses for adjusting of thread tension dropping off 36%. It was also interesting to note that at the midpoint, thread tension, stitch length and width, and the use of folder and attachments received approximately the same number of responses. An attitude of general ambivalence seems to prevail regarding an operator's ability to regulate the length and width of stitches, there was an even distribution of responses along the continium between very important and not important.

The use of folders and attachments was considered non-applicable by three respondents of 10% which would indicate possibly that this was a specialized operation appropriate to just certain establishments. The means for the threading of sewing machines, adjusting thread tension, and use of folders and attachments all fall at about 3.5, while regulating stitch length and width had a mean of 2.96 on a five point scale.

The responses in regard to the importance of an operator's ability to manipulate is illustrated in Table II. The sewing of angles, squares, curves, and circles, and the ability to assemble garment pieces correctly, plus do top stitching correctly were considered extremely important by 50% of the respondents and important by 20% of the respondents. While 24% of the participants rated the sewing of slippery fabrics as very important, another 24% felt it was non-applicable to them and there seemed to be no definite pattern in the responses. The sewing of

TABLE III

INDUSTRIAL SEWING MACHINE OPERATORS -
TASKS INVOLVED IN RECORD KEEPING

N=29

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
11	10% 3 *	31% 9	7% 2	21% 6	0% 0	31% 9	1	2.92	1.71	2.83

*Top number indicates the percent and bottom number indicates the number of responses.

11. Keep record of amount sewn.

TABLE IV

INDUSTRIAL SEWING MACHINE OPERATORS -
THE IMPORTANCE OF SELECTED TYPES OF INDUSTRIAL SEWING MACHINES

N=29

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1B	21% * 6	10% 3	3% 1	21% 6	3% 1	41% 12	1	3.78	1.47	4.54
2B	31% 9	31% 9	7% 2	24% 7	0% 0	7% 2	4	2.20	1.32	2.00
3B	24% 7	24% 7	10% 3	28% 8	0% 0	14% 4	3	2.59	1.43	2.62
4B	31% 9	28% 8	3% 1	21% 6	0% 0	17% 5	2	2.65	1.63	2.66
5B	41% 12	34% 10	3% 1	10% 3	0% 0	10% 3	5	2.11	1.57	1.35

*Top number indicates the percent and bottom number indicates the number of responses.

TABLE IV (continued)

B. How important do you feel it is for a "Beginning" sewing machine operator to operate the following equipment?

1. Lockstitch machine -- number 301 stitch.
2. Blindstitch machine -- number 306 stitch.
3. Chainstitch machine -- number 401 stitch.
4. Serger -- number 501 stitch.
5. Buttonholer.

thick pile fabrics was considered to be of little or no importance, with 31% of those responding feeling it was non-applicable and 28% rating it unimportant, which may be due to the fact some establishments construct specific types of garments only.

As shown, the means for assembling garment pieces and sewing angles, curves, squares, and circles correctly plus doing top stiching and edging correctly are all similar, around 3.8 while the sewing of pile fabric had the lowest mean, 2.7, on a five point scale.

Table III shows how important it is for an operator to keep a record of the pieces sewn. The respondents to this question had divergent viewpoints; an equal number of employers felt it was very important as those who felt it was not important. The few non-applicable responses may be due to the policies of those particular establishments.

The respondents in Table IV indicated the importance of operators being able to operate various types of sewing machines.

It was apparent that the lockstitch machine was considered the most important machine to operate of the five listed, with 41 percent of the respondents rating it extremely important with a mean of 3.78.

Most employers indicated it was unimportant or nonapplicable for an operator to know how to use a buttonholer or blindstitch machine with approximately one-third of the responses in each category. However, a few employers felt that they were very important indicating it would depend upon the type of establishment. The use of the serger and chain stitch machines was also considered less important, even though it ranked slightly higher than the buttonholer and blindstitch machine. While 25 percent rated them non-applicable, 15 percent of the partici-

pants felt they were extremely important, again indicating each employer values different skills depending upon the particular establishment.

Four of the five machines in question had a mean of under 3, indicating that a majority of employers surveyed felt they were of lesser importance.

To determine which of the selected skills operator employers valued the most, the four catagories under industrial sewing were compiled in Table V. Questions with a mean of 3 or higher were considered important by the majority of employers, while those with a mean of less than 3 were considered less important. The more specialized tasks were rated lower while those which were most common to more establishments were ranked higher.

Some comments were made in the space provided on the questionnaire as to what qualities constitute a good operator. One employer mentioned it was not important for a prospective employee to know anything about sewing or a sewing machine before they are hired. Another stated, "if anyone can't be taught to sew competently on any of our machines in one month they shoud seek work in another field." Only one employer mentioned that he administered a pre-test using a sewing machine, which tests finger dexterity, coordination, ability to follow directions, and the ability to operate a power sewing machine. One respondent stated that he often wonders what it takes to make a good operator; he thought it was psychological, something intangible. While others felt it was determination, the desire to work and not waste time.

TABLE V

INDUSTRIAL SEWING MACHINE OPERATORS -
THE RANK ORDER OF TASKS AND OPERATION ON EQUIPMENT/AND MACHINES

N=29

Rank Order	Question Number	Question	Means
		How important do you feel it is for a "Beginning" sewing machine operator to operate the following work activities or equipment?	
1	A 4	Assemble various garment pieces correctly.	3.96
2	8	Sew curves and circles correctly.	3.93
3	9	Do top stitching and edging correctly	3.86
4	B 1	Operate lockstitch machine -- number 301	3.78
5	A 7	Sew angles and squares correctly	3.75
6	1	Thread typical types of industrial sewing machines.	3.64
7	10	Use folders and attachments correctly	3.57
8	2	Adjust thread tension on typical industrial sewing machines.	3.41
9	6	Sew thin slippery types of fabric.	3.13
10	3	Regulate stitch length and width	2.96
11	11	Keep record of amount sewn	2.92
12	5	Sew on thick pile like fabrics.	2.70
13	B 4	Operate serger -- number 501 stitch.	2.65
14	3	Operate chainstitch machine -- number 401 stitch.	2.59

TABLE V (Continued)

Rank Order	Question Number	Question	Means
15	2	Operate blindstitch machine -- number 306 stitch.	2.20
16	5	Operate buttonholer.	2.18

TABLE VI

FABRIC SPECIALIST -
TASKS RELATED TO CUSTOMER ASSISTANCE

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1A	4% 1 *	0% 0	0% 0	17% 4	9% 2	70% 16	1.5	4.54	.80	4.81
1B	4% 1	0% 0	0% 0	13% 3	17% 4	65% 15	1.5	4.54	174	4.76
1C	4% 1	4% 1	0% 0	30% 7	13% 3	48% 11	4	4.04	1.13	4.50
1D	4% 1	0% 0	9% 2	22% 5	9% 2	57% 13	3	4.18	1.09	4.65

*Top number indicates the percent and bottom number indicates the number of responses.

A. How important do you feel it is for a "Beginning" fabric specialist to perform the following work activities?

1. Aid customer if desired in selection of:

a. Fabric suitable for pattern selected.
b. Pattern suitable for fabric selected.
c. Fabric content suitable for end use.
d. Appropriate notions for pattern and fabric.

Fabric Specialist

Thirty-five fabric stores were contacted, of these, 23 responded or 65%. The sixteen questions were separated into six general categories dealing with the tasks performed by a fabric sales person:

1) Customer assistance
2) Sales transactions
3) Record keeping
4) General housekeeping
5) Display work
6) Knowledge of fabric and construction

Table VI indicates the opinion of the selected fabric store employers as to the ability needed by a fabric salesperson in the assistance of customers.

The abilities to assist customers in the selection of patterns, fabrics and notions were all considered important with about 90% of the respondents rating them important or above. In pattern and fabric selection 65% and 70% respectively considered both of these very important. Although notions and fabric content were of lesser importance they still had high means.

In Table VII the importance of conducting a sales transaction by a fabric salesperson is shown.

In all instances each task had a means of 4.0 or better indicating that they were all an extremely important function of a fabric salesperson.

Determining the correct cost of the items purchased was found to

TABLE VII

FABRIC SPECIALIST -
TASKS RELATED TO CONDUCTING SALES TRANSACTIONS

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
2	4% * 1	4% 1	9% 2	4% 1	4% 1	74% 17	2	4.40	1.22	4.85
3	0% 0	0% 0	0% 0	22% 5	0% 0	78% 18	1	4.56	.84	4.86
4	0% 0	0% 0	13% 3	17% 4	0% 0	70% 16	4	4.26	1.17	4.78
5	0% 0	0% 0	4% 1	26% 6	0% 0	70% 16	3	4.34	1.02	4.78
6	0% 0	0% 0	13% 3	26% 6	9% 2	52% 12	5	4.00	1.16	4.54

*Top number indicates the percent and bottom number indicates the number of responses.

TABLE VIII

FABRIC SPECIALIST -
THE IMPORTANCE OF RECORD KEEPING

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
7	17% * 4	0% 0	4% 1	17% 4	13% 3	48% 11	1	4.26	.99	4.63
9	26% 6	9% 2	4% 1	13% 3	4% 1	43% 10	2	3.94	1.47	4.65

*Top number indicates the percent and bottom number indicates the number of responses.

7. Record patterns sold and reorder them.
9. Return discontinued pattern envelopes to their appropriate companies for credit.

TABLE IX

FABRIC SPECIALIST -
TASKS INVOLVED IN GENERAL STORE MAINTENANCE

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
10	17% * 4	0% 0	4% 1	22% 5	17% 4	39% 9	1	4.10	.99	4.37
11	4% 1	9% 2	9% 2	35% 8	0% 0	43% 10	3	3.63	1.39	3.37
12	0% 0	9% 2	4% 1	39% 9	4% 1	43% 10	2	3.69	1.32	3.44

*Top number indicates the percent and bottom number indicates the number of responses.

10. Keep pattern drawers in numerical order according to pattern companies.
11. Stock and restock shelves with notions and fabric.
12. Do routine housekeeping.

be of prime importance with 78% of the respondents rating it very important, and the entire 100% ranking it important or above. Following very closely behind was the ability to measure fabric and trim correctly with 74% of the respondents feeling it is very important.

The ability to make out a sales slip and to complete a sales transaction was ranked next with 70% of the responses feeling it was very important in both instances. All means were high.

The ability to compute discount prices was found to be of least importance, probably because this was considered to be a managerial function.

Table VIII shows the employer's opinion as to the importance of keeping records by a fabric salesperson.

Although both questions had a mean around 4.0, most employers felt it was more important to keep a record of the patterns sold and to reorder them than to be able to return pattern envelopes to their proper company.

Some employers in each case indicated the question was non-applicable to them. It was ascertained, however, that 4 of the establishments did not sell patterns.

Table IX deals with the ability of a fabric specialist to do routine housekeeping. While questions 11 and 12, dealing with the stocking and re-stocking of the shelves and routine housework, were rated 43% of the respondents as extremely important, question 10, the keeping of pattern drawers in order had a higher mean (4.10), even though only 39% rated it extremely important. Four respondents felt it was non-applicable, these were the same employers that did not sell patterns.

TABLE X

FABRIC SPECIALIST -
THE IMPORTANCE OF SETTING UP DISPLAYS

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
14	22% * 5	4% 1	9% 2	39% 9	4% 1	22% 5	2	3.38	1.19	3.16
15	22% 5	4% 1	9% 2	26% 6	9% 2	30% 7	1	3.66	1.28	3.50

*Top number indicates the percent and bottom number indicates the number of responses.

14. Prepare display signs for fabrics and notions.
15. Set up window displays.

TABLE XI

FABRIC SPECIALIST -
KNOWLEDGE NEEDED IN FABRIC & CLOTHING CONSTRUCTION

N=23

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
13	17% * 4	0% 0	9% 2	26% 6	9% 2	39% 9	3	3.94	1.12	4.25
16A	4% 1	4% 1	0% 0	22% 5	17% 4	52% 12	1	4.18	1.09	4.58
16B	4% 1	0% 0	0% 0	30% 7	22% 5	43% 10	2	4.13	.88	4.30

*Top number indicates the percent and bottom number indicates the number of responses.

13. Construct garments for display in-store.
16. Knowledge of:
    a. Various construction techniques for different types of fabric.
    b. Fabric care.

The importance of a fabric salesperson being able to set up displays is shown in Table X. Both questions have a means of over 3., indicating they are important. Of the employers who responded, 22% felt the preparation of display signs was of great importance, while 30% felt setting up window displays was very important. However, it was reversed at the important level with 39% feeling display signs and 26% feeling window displays were important. Five respondents in each case indicated the questions were non-applicable to them; one was a fabric outlet stores and the other four were the same stores that didn't sell patterns.

Table XI indicates how important is is for a babric salesperson to have a knowledge of fabric store care and clothing construction techniques.

All three questions have relatively high means of about 4.0 indicating most employers felt they were important.

Four of the respondents felt the construction of garments for displays in the store was non-applicable, but these were establishments with no windows.

To determine which of the selected skills fabric store employers valued the most the six catagories under fabric specialist were compiled in Table XII. Questions with a mean of 3 or higher are considered important while those with a mean of less than 3 are considered umimportant. It should be noted that all of the tasks listed on the questionnaire received means of around 4 indicating they are all important.

Comments were made by the respondents as to what factors contributed to a good fabric salesperson. Most employers seemed to feel all the tasks were important and wondered, how anyone could be in business and feel these areas are not important. They also felt it was

TABLE XII

FABRIC SPECIALIST -
RANK ORDER OF SELECTED TASKS

N=23

Rank Order	Question Number	Question	Mean
		How important do you feel it is for a "Beginning" fabric specialist to perform the following work activities?	
1	3	Determine correct cost of items purchased.	4.56
		Aid customer if desired in selection of:	
2.5	1 A	Fabric suitable for pattern selected.	4.54
2.5	1 B	Pattern suitable for fabric selected.	4.54
4	2	Measure trim and fabric correctly.	4.40
5	5	Complete sales transaction monetarily. (Ring up sales, make change etc.)	4.34
6.5	7	Record patterns sold and reorder them.	4.26
6.5	4	Make out sales slip.	4.26
		Aid customer if desired in selection of:	
8.5	1 D	Appropriate notions for pattern and fabric.	4.18
		Knowledge of:	
8.5	16 A	Various construction techniques for different types of fabric.	4.18
10	16 B	Fabric care.	4.13

TABLE XII (Continued)

Rank Order	Question Number	Question	Mean
11	10	Keep pattern drawers in numerical order according to pattern companies.	4.10
12	1 C	Aid customer if desired in selection of: Fabric content suitable for end use.	4.04
13	6	Compute discounts for sale prices.	4.00
14.5	13	Construct garments for display in store.	3.94
14.5	9	Return discontinued pattern envelopes to their appropriate companies for credit.	3.94
16	12	Do routine housekeeping.	3.69
17	15	Set up window displays.	3.66
18	11	Stock and re-stock shelves with notions and fabric.	3.63
19	14	Prepare display signs for fabrics and notions.	3.38

TABLE XIII

ALTERATION HAND -
IMPORTANCE OF ANALYZING ALTERATION PROBLEMS

N=21

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1	0% * 0	0% 0	0% 0	19% 4	0% 0	81% 17	2	4.61	.80	4.88
2	0% 0	14% 3	5% 1	38% 8	5% 1	38% 8	3	3.47	1.43	3.31
3	5% 1	0% 0	0% 0	14% 3	0% 0	81% 17	1	4.70	.73	4.91

*Top number indicates the percent and bottom number indicates the number of responses.

A. How important do you feel it is for a "Beginning" alteration hand or fitter to perform the following activities?

1. Identify alteration problem.
2. Determine pick-up date and make claim check for customer.
3. Mark or pin fit garment indicating desired alterations.

TABLE XIV

ALTERATION HAND -
RELATIVE IMPORTANCE OF LISTED ALTERATIONS PERFORMED

N=21

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
4	0% 0 *	5% 1	0% 0	24% 5	5% 1	67% 14	1	4.28	1.14	4.75
5	0% 0	0% 0	5% 1	38% 8	5% 1	52% 11	5	4.04	1.07	4.54
6	5% 1	5% 1	0% 0	33% 7	5% 1	52% 11	4	4.05	1.19	4.59
7	5% 1	0% 0	0% 0	38% 8	5% 1	52% 11	3	4.15	.98	4.59
8	19% 4	5% 1	0% 0	33% 7	10% 2	33% 7	7	3.82	1.18	3.75
9	14% 3	5% 1	0% 0	29% 6	10% 2	43% 9	6	4.00	1.88	4.50

TABLE XIV (continued)

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
10	5% * 1	0% 0	0% 0	33% 7	5% 1	57% 12	2	4.25	1.18	4.66
11	14% 3	10% 2	0% 0	43% 9	10% 2	24% 5	8	3.44	.96	3.27

*Top number indicates the percent and bottom number indicates the number of responses.

4. Take in or let out garment. (Male and/or female)
5. Alter length of sleeves.
6. Alter length of skirt.
7. Alter dress waistline.
8. Alter trousers at waistline.
9. Cuff bottom of trousers.
10. Replace zipper.
11. Do minor repairs, such as sew rips, replace linings, and reinforce buttonholes.

important to wear a happy face and leave your personal problems at home. One respondent summed it up by saying that she valued a sincere interest in each customer as an individual, a real caring for people, without this good feeling all the salespersons technical knowledge can turn a customer off.

Alterations Hand

Thirty-two stores employing alteration hands contacted, of these 21 responded or 65%. The thirteen questions were separated into three general catefories dealing with the tasks performed by an alterations hand:

1) Analyze
2) Alterations
3) Operation of equipment

Table XIII shows, in the opinion of the selected employers, how important it is for an alterations hand to be able to analyze an alteration problem and from this determine the pickup date.

Although determining the pickup date ranked third in this category, an equal number of employers felt it was either important or very important, with 38% in each of these upper level categories. The mean of this question was 3.4. While for identifying the alteration problem and the marking or pin fitting of the garment, it was 4.6 and 4.7 respectively. All had high means indicating most employers considered them desirable.

Table XIV shows the importance of different alterations actually performed by an alterations hand.

All the questions had mean of around 4 indicating their impor-

TABLE XV

ALTERATION HAND -
IMPORTANCE OF OPERATING EQUIPMENT LISTED

N=21

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
12A	33% 7 *	33% 7	10% 2	5% 1	0% 0	19% 4	4	2.42	1.78	1.50
12B	5% 1	19% 4	0% 0	29% 6	19% 4	29% 6	2	3.40	1.46	3.50
13A	10% 2	19% 4	10% 2	24% 5	0% 0	38% 8	3	3.31	1.63	3.20
13B	14% 3	10% 2	0% 0	33% 7	5% 1	38% 8	1	3.72	1.36	3.50

*Top number indicates the percent and bottom number indicates the number of responses.

12. Operate pressing equipment.

    a. Hoffman Steam Press.
    b. Sussman Iron.

13. Use various types of sewing machines.

    a. Home sewing machines.
    b. Industrial sewing machines.

tance, with the exception of doing minor repairs, which ranked slightly lower.

Employers felt the ability to take in or let out a garment was the most important task with 67% of them ranking it extremely important, and only one respondent ranking it unimportant.

Replacing a zipper ranked second with 57% of the respondents rating it extremely important and no one rating it unimportant.

Altering a dress at the waistline and changing the length of skirts and sleeve were almost identical in importance, ranking 3,4, and 5 respectively, with one-half the responses feeling they were very important and one-third feeling they were important.

Most employers felt the ability to alter trousers at the waistline and to cuff them was important, though not as important as the previous tasks. This may be because these establishments mainly alter womens clothing.

The ability to do minor repair work even though considered relatively important, ranked the lowest in this group, possibly, because the main emphasis of their work deals with new garments.

Table XV shows the importance of an alterations hand being able to operate the following equipment: Hoffman steam press, Sussman iron, home sewing machine and industrial sewing machine, in the opinion of the employers selected.

In the two types of equipment the majority of employers felt the operation of an industrial sewing machine and Sussman iror were most important with a mean of 3.72 and 3.40 respectively. While the use of a home sewing machine was of lesser importance, it did have a mean of 3.31.

TABLE XVI

ALTERATION HAND -
RANK ORDER OF TASKS AND OPERATION OF MACHINES AND EQUIPMENT

N=21

Rank Order	Question Number	Question	Means
		How important do you feel it is for a "Beginning" alteration hand or fitter to perform the following activities?	
1	3	Mark or pin fit garment indicating desired alterations.	4.70
2	1	Identify alteration problem.	4.69
3	10	Replace zipper.	4.25
4	4	Take in or let out garment. (Male and/ or female)	4.28
5	7	Alter dress waistline.	4.15
6	6	Alter length of skirt.	4.05
7	5	Alter length of sleeves.	4.04
8	9	Cuff bottom of trousers.	4.00
9	8	Alter trousers at waistline.	3.82
10	13 B	Industrial sewing machines.	3.72
11	2	Determine pick up date and make claim check for customer.	3.47
12	11	Do minor repairs, such as sew rips, replace linings, and reinforce buttonholes.	3.44
13	12 B	Sussman Iron.	3.40
14	13 A	Home sewing machines.	3.36
15	12 A	Hoffman Steam Press.	2.42

The use of a Hoffman steam press was considered least important with a mean of 2.42. With seven respondents rating it not important and seven non-applicable, it is probable many establishments do not have one, because of its size and expense.

To determine the selected skills an alterations hand employer valued most, the three categories were compiled into Table XVI. Questions with a mean of 3 or higher were considered important while those with a mean of less than 3 were considered unimportant. The ability to identify the alteration problem and fit the garment to the customer ranked the highest. This was probably because it takes the most ability to do an was the hardest to teach.

Dry Cleaner & Laundries

Thirty-nine dry cleaners and/or laundries were contacted, of these 29 responded to 71%. The 11 questions were separated into 2 general catagories dealing with the tasks performed by dry cleaning and/or laundry employees:

1) Counter girl

2) In-plant personnel

The questionnaires were separated into two groups:

I. Dry cleaners

II. Laundry/Dry cleaners

Table XVII shows the opinion of the selected dry cleaners and laundry/dry cleaners the importance of tasks performed by a counter person. All of the responsibilities for laundry/dry cleaners were within a mean of plus or minus 0.4 indicating no one task surfaced as most important. However they all received means of over 3 indicating

TABLE XVII

DRY CLEANERS & LAUNDRY/DRY CLEANERS
TASKS RELEVANT TO A COUNTER PERSON

I. Dry Cleaners N=14

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1	7% 1 *	7% 1	0% 0	29% 4	0% 0	47% 8	6	4.07	1.32	4.68
2	21% 3	0% 0	7% 1	29% 4	0% 0	43% 6	5	4.15	1.14	4.68
3	29% 4	0% 0	7% 1	7% 1	7% 1	50% 7	4	4.40	1.07	4.78
9	14% 2	0% 0	0% 0	7% 1	0% 0	77% 11	1	4.83	.57	4.95
10	7% 1	0% 0	0% 0	21% 3	7% 1	64% 9	3	4.46	.87	4.77
11	7% 1	0% 0	7% 1	7% 1	0% 0	79% 11	2	4.61	.96	4.90

TABLE XVII (continued)

II. Laundry/Dry Cleaners N=15

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
1	0% 0 *	13% 0	13% 2	27% 4	7% 1	40% 6	4.5	3.46	1.50	3.37
2	0% 0	7% 1	0% 0	53% 8	0% 0	40% 6	3	3.66	1.23	3.31
3	0% 0	13% 2	13% 2	27% 4	13% 2	33% 5	6	3.40	1.45	3.37
9	0% 0	0% 0	7% 1	53% 8	0% 0	40% 6	2	3.73	1.10	3.31
10	0% 0	0% 0	7% 1	47% 7	7% 1	40% 6	1	3.80	1.08	3.42

TABLE XVIII

DRY CLEANERS & LAUNDRY/DRY CLEANERS -
TASKS RELEVANT TO IN-PLANT WORKERS

I. Dry Cleaners N=14

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
4	29% 4 *	7% 0	7% 1	14% 2	0% 0	43% 6	3	3.90	1.52	4.66
5	29% 4	14% 2	14% 2	14% 2	0% 0	29% 4	5	3.20	1.68	3.00
6	64% 9	7% 1	0% 0	14% 2	0% 0	14% 2	4	3.40	1.67	3.25
7	57% 8	7% 1	0% 0	0% 0	0% 0	36% 5	1.5	4.33	1.63	4.9
8	14% 2	0% 0	0% 0	29% 4	0% 0	57% 8	1.5	4.33	.98	4.75

TABLE XVIII (continued)

DRY CLEANERS & LAUNDRY/DRY CLEANERS -
TASKS RELEVANT TO IN-PLANT WORKERS

II. Laundry/Dry Cleaners N=15

Question Number	Non-App. 0	Not Imp. 1	2	Imp. 3	4	Very Imp. 5	Rank Order	Mean	Standard Deviation	Median
4	13% * 2	20% 3	13% 2	20% 3	7% 1	27% 4	2	3.07	1.60	3.00
5	24% 3	27% 4	13% 2	27% 4	7% 1	7% 1	5	2.41	1.31	2.50
6	7% 1	27% 4	7% 1	33% 5	7% 1	20% 3	4	2.85	1.51	2.9
7	7% 1	27% 4	7% 1	27% 4	7% 1	27% 4	3	3.00	1.61	3.0
8	0% 0	0% 0	0% 0	53% 8	20% 3	27% 4	1	3.73	.88	3.43

*Top number indicates the percent and bottom number indicates the number of responses.

they were all considered important. The assembling, identifying, and tagging of garments ranked highest. These operations were most pertinent, due to the fact that after the garments enter they are dispersed throughout the plant and are not reassembled by ticket number until thay are ready to leave.

The dry cleaners had a stronger more unified opinion, they felt the assembling of garments according to ticket number was the most important task with a mean of 4.83. More dry cleaners rated these tasks as very important, resulting in high means. The means ranged from the lowest, 4.07, for receiving soiled clothes to the highest, 4.83, for assembling clothes by ticket number. The identifying of a customer's garments and the monetary end of the business were considered to be of utmost importance by dry cleaners while the receiving of soiled clothes and writing out of a ticket ranked lowest with a mean of 4.07 which indicated it was still important. Receiving soiled clothes and writing out tickets seemed to be the easiest of the tasks to teach a new employee.

The rank order varied slightly between these two types of establishments due to the slightly different mode of operation.

Table XVIII shows the tasks these laundry/dry cleaners and dry cleaners felt were most important for in-plant workers to perform.

The spotting and pressing of garments and selection of proper water temperature and detergent ranked highest in both groups, indicating their importance. In general the dry cleaner respondents rated the tasks in this catagory higher than the laundry/dry cleaners.

Although the patching and darning of holes and selection of proper washing time ranked lowest in both groups they had a mean of around 3 for dry cleaners, indicating they were considered to be of importance in some establishments. They received means of around 2.6

TABLE XIX

DRY CLEANERS & LAUNDRY/DRY CLEANERS -
THE RANK ORDER OF TASK LISTED

	Dry Cleaners Group I- N=14		Dry Cleaners/ Launderers Group II- N=15	
Question Number	Mean	Rank Order	Mean	Rank Order
1	4.07	8	3.46	5.5
2	4.15	7	3.66	4
3	4.40	4	3.40	7
4	3.90	9	3.07	8
5	3.20	11	2.41	11
6	3.40	10	2.85	10
7	4.33	5.5	3.00	9
8	4.33	5.5	3.73	2.5
9	4.83	1	3.73	2.5
10	4.46	3	3.80	1
11	4.61	2	3.46	5.5

A. How important do you feel it is for a "Beginning" dry cleaning and/or laundry employee to perform the following work activities?

1. Receive soiled clothes and write out ticket for customer.
2. Tag clothes for identification.
3. Sort garments according to spots & stains, color, fiber content, and/or those that need repair.
4. Spot garments.
5. Patch or darn holes.
6. Select proper washing time.
7. Select correct water temperature and detergent for each load of clothes.
8. Press clothes correctly.
9. Assemble garments according to ticket number.
10. Identify customers garments and bag.
11. Complete monetary transaction.

for laundry/dry cleaners indicating they were slightly less than important to them. The degree of their importance would depend on the establishment, the type of machines they had, and the quality of their work.

The selected skills most valuable to laundry/dry cleaners and dry cleaners were compiled in Table XIX.

All of the questions were ranked important by these employers with a means of around 3 for laundry/dry cleaners and 4 for dry cleaners. In all cases the dry cleaners put a higher value on the skills.

The only area where the two groups were in agreement was in the darning of holes and selecting of proper washing time. Both groups ranked these tasks lowest. There was no other area of agreement indicating each group perceived responsiblilties differently. However, there might have been a more positive correlation if a larger sampling had been taken.

Statements made by the respondents suggested that the industry was in much need of a source of employees, in all phases, that have some technical background as a starting point. Other employers preferred to hire inexperienced help and train them themselves. They acknowledged that the fact that anyone going into dry cleaning in a small plant must know all phases of the industry. The majority agreed the main thing was customer satisfaction, people notice the small extra things.

Table XX shows the qualities employers value most when looking for an employee. This information was obtained during the 20 professional interviews, 5 visits in each of the four job areas. A three point scale was used. Fabric sales employers indicated it was important for their employees to possess all of the qualities listed. Most commented that a pleasing out-going bubbly personality, flexibility, and the ability to size up a customer were their most important assets. The majority stated

without this even a technically well informed salesperson can turn a customer off.

Alteration hand employers ranked all of the qualities listed high even though not as high as the fabric sales employers, this may be due to the fact that in some cases their is little customer contact. Other qualities mentioned by employers as important were the ability to take orders and work under pressure. However, when working with the public the alteration hand must use good judgement, be diplomatic, and tactful, as well as honest in telling the customer just what can be achieved in altering the garment.

Good vocabulary, a pleasing voice, and a good command of the English language, ranked lowest among sewing machine operator employers, and launderers and dry cleaners. While employers in all four occupational areas felt punctuality, attendance, assertiveness, and relations with co-workers were extremely important with a mean of around 3. These qualities seemed to become more important as customer contact increased.

As a whole the employers were very cooperative and willing to be of assistance in helping to determine what tasks were pertinent to their particular occupational area. It seems that the employers felt the more qualified an employee was the better job he could do. Also the more qualified the employee the easier it would be to find a job and the greater the chances would be for advancement.

TABLE XX

IMPORTANCE OF PERSONAL QUALITIES LISTED FOR EMPLOYEES

	Sewing Machine Operators Grp. I N=5	Fabric Sales Grp. II N=5	Alterations Hands Grp.III N=5	Laundry/ Dry Cleaners Grp. IV N=5	Average Grp. V N=20
Neatness	2.4	2.8	2.4	2.4	2.5
Appropriate Dress	2.4	2.6	2.4	2.0	2.35
Pleasing Voice	1.2	2.6	2.2	1.6	1.9
Good Vocabulary	1.2	2.6	2.2	1.6	1.9
Good Command of English Language	1.2	2.6	2.2	1.8	1.95
Courteous	2.75	2.8	2.4	2.20	2.52
Pleasant	2.75	2.8	2.4	2.40	2.57
Likeable	2.75	2.8	2.4	2.20	2.52
Self-controlled and even tempered, tactful, patient.	2.75	2.8	2.6	2.2	2.57
Assertive self-starter	2.6	2.8	2.75	2.8	2.73
Attendance	3.0	2.8	2.75	3.0	2.88
Punctuality	3.0	2.6	2.5	3.0	2.77
Relations with co-workers	3.0	2.8	2.5	3.0	2.83
Average	2.59	2.72	2.43	2.32	

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the qualifications and/or education needed by persons seeking entry level jobs in Clothing Service occupations. Industrial sewing machine operators, fabric specialists, alteration hands, and dry cleaners and launderers, were the four occupations studied. Through questionnaires and personal interviews, opinions were solicited from sewing machine operators, fabric specialists, alteration hands, and laundry/dry cleaner employers.

Conclusions

(1) Sewing Machine Operator employers ranked sewing techniques the highest. The operation of four of the five types of machines listed ranked low. The lockstitch was the only machine considered to be of importance.

(2) Fabric Specialist employers felt all of the tasks related to in-store activities were of equal importance.

(3) Alterations Hands employers ranked the ability to identify the alteration problem and fit and alter the garment highest while the operating of specific sewing and pressing equipment ranked least important.

(4) The dry cleaners as a group rated all the tasks listed about a point higher than the laundry/dry cleaners.

(5) Fabric specialists indicated along with technical knowledge, an employee must be able to size up a customer, be bubbly and out-going and

have a real caring for people.

(6) Laundry and dry cleaners and sewing machine operators considered good vocabulary, a pleasing voice and a good command of the English language of littler importance.

(7) All four groups felt punctuality, attendance, assertiveness and relations with co-workers were extremely important.

Recommendations

It is suggested that anyone setting up a clothing service curriculum include those tasks in each area that were rated high. A blending of sewing and altering techniques, along with a good knowledge of textiles was found to be pertinent.

It is recommended that the items listed below be the object of future research.

1. To perform a study surveying the employees to ascertain what skills and knowledges they feel are needed.
2. To identify what other entry level clothing service jobs people could be trained to work in.
3. To survey the communities to find out where the different jobs in clothing services are located.
4. To repeat this study in five years to ascertain if any changes have occurred.

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Appendix A

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 12, 1976

Dear Sir:

I am a graduate student at the University of Wisconsin-Stout, conducting a task-analysis of beginning level sewing machine operator's. This letter and the accompanying questionnaire are being sent out to various employers in the state of Wisconsin. The primary purpose of this study is to determine the skills and/or competencies most important for persons seeking employment with a company like yours.

The questionnaire will only take a few minutes of your time to complete. Your cooperation will be very much appreciated. Please complete and return the questionnaire enclosed, in the self-addressed, stamped envelope at your earliest convenience. Thank you for your valuable time.

Sincerely yours,

Shamiram Mazejy
Graduate Student
University of Wisconsin-Stout

kj

Enclosure

DIRECTIONS: Kindly mark your responses to the following questions in the squares provided.

	NOT APPLICABLE	NOT IMPORTANT		IMPORTANT		VERY IMPORTANT
A. How important do you feel it is for a "Beginning" sewing machine operator to perform the following work activities?						
1. Thread typical types of industrial sewing machines.	1☐	2☐	3☐	4☐	5☐	6☐
2. Adjust thread tension on typical industrial sewing machines.	☐	☐	☐	☐	☐	☐
3. Regulate stitch length and width.	☐	☐	☐	☐	☐	☐
4. Assemble various garment pieces correctly.	☐	☐	☐	☐	☐	☐
5. Sew on thick pile like fabrics.	☐	☐	☐	☐	☐	☐
6. Sew thin slippery types of fabric.	☐	☐	☐	☐	☐	☐
7. Sew angles and squares correctly.	☐	☐	☐	☐	☐	☐
8. Sew curves and circles correctly.	☐	☐	☐	☐	☐	☐
9. Do top stitching and edging correctly.	☐	☐	☐	☐	☐	☐
10. Use folders and attachments correctly.	☐	☐	☐	☐	☐	☐
11. Keep record of amount sewn.	☐	☐	☐	☐	☐	☐
B. How important do you feel it is for a "Beginning" sewing machine operator to operate the following equipment?						
1. Lockstitch machine -- number 301 stitch.	☐	☐	☐	☐	☐	☐
2. Blindstitch machine -- number 306 stitch.	☐	☐	☐	☐	☐	☐
3. Chainstitch machine -- number 401 stitch.	☐	☐	☐	☐	☐	☐
4. Serger -- number 501 stitch.	☐	☐	☐	☐	☐	☐
5. Buttonholer.	☐	☐	☐	☐	☐	☐

C. Please indicate the number of each type of machine that you use?

1___ Lockstitch 3___ Chainstitch 5___ Buttonholer

2___ Serger 4___ Blindstitch 6___ Otner

D. Suggestions and Comments:

Thank you. Please return to: Sham Mazejy
UW-Stout
Menomonie, WI 54751

Response I

DIRECTIONS: Kindly mark your response to the following questions in the squares provided.

A. How important do you feel it is for a "Beginning" fabric specialist to perform the following work activities?

	NOT APPLICABLE 1	NOT IMPORTANT 2	3	IMPORTANT 4	5	VERY IMPORTANT 6
1. Aid customer if desired in selection of:						
a. Fabric suitable for pattern selected.	☐	☐	☐	☐	☐	☐
b. Pattern suitable for fabric selected.	☐	☐	☐	☐	☐	☐
c. Fabric content suitable for end use.	☐	☐	☐	☐	☐	☐
d. Appropriate notions for pattern and fabric.	☐	☐	☐	☐	☐	☐
2. Measure trim and fabric correctly.	☐	☐	☐	☐	☐	☐
3. Determine correct cost of items purchased.	☐	☐	☐	☐	☐	☐
4. Make out sales slip.	☐	☐	☐	☐	☐	☐
5. Complete sales transaction monetarily. (Ring up sales, make change etc.)	☐	☐	☐	☐	☐	☐
6. Compute discounts for sale prices.	☐	☐	☐	☐	☐	☐
7. Record patterns sold & reorder them.	☐	☐	☐	☐	☐	☐
8. Computerized Yes _____ No _____						
9. Return discontinued pattern envelopes to their appropriate companies for credit.	☐	☐	☐	☐	☐	☐
10. Keep pattern drawers in numerical order according to pattern companies.	☐	☐	☐	☐	☐	☐
11. Stock and restock shelves with notions and fabric.	☐	☐	☐	☐	☐	☐
12. Do routine housekeeping.	☐	☐	☐	☐	☐	☐
13. Construct garments for display in-store.	☐	☐	☐	☐	☐	☐
14. Prepare display signs for fabrics and notions.	☐	☐	☐	☐	☐	☐
15. Set up window displays.	☐	☐	☐	☐	☐	☐
16. Knowledge of:						
a. Various construction techniques for different types of fabric.	☐	☐	☐	☐	☐	☐
b. Fabric care.	☐	☐	☐	☐	☐	☐

B. Suggestions and Comments:

Response: I.S.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 12, 1976

Dear Sir:

I am a graduate student at the University of Wisconsin-Stout, conducting a task-analysis of beginning level fabric specialists (fabric sale's clerk). This letter and accompanying questionnaire are being sent to various employers in the state of Wisconsin. The primary purpose of this study is to determine the skills and/or competencies most important for persons seeking employment with a company like yours.

The questionnaire will only take a few minutes of your time to complete. Your cooperation will be very much appreciated. Please complete and return the questionnaire enclosed, in the self-addressed, stamped envelope at your earliest convenience. Thank you for your valuable time.

Sincerely yours,

Shamiram Mazejy
Graduate Student
University of Wisconsin-Stout

kj

Enclosure

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 12, 1976

Dear Sir:

I am a graduate student at the University of Wisconsin-Stout, conducting a task-analysis of beginning level alteration hands. This letter and the accompanying questionnaire are being sent to various employers in the state of Wisconsin. The primary purpose of this study is to determine the skills and/or competencies most important for persons seeking employment with a company like yours.

The questionnaire will only take a few minutes of your time to complete. Your cooperation will be very much appreciated. Please complete and return the questionnaire enclosed, in the self-addressed, stamped envelope at your earliest convenience. Thank you for your valuable time.

Sincerely yours,

Shamiram Mazejy
Graduate Student
University of Wisconsin-Stout

kj

Enclosures

DIRECTIONS: Kindly mark your responses to the following questions in the squares provided.

A. How important do you feel it is for a "Beginning" alteration hand or fitter to perform the following activities?	NOT APPLICABLE 1	NOT IMPORTANT 2	3	IMPORTANT 4	5	VERY IMPORTANT 6
1. Identify alteration problem.	☐	☐	☐	☐	☐	☐
2. Determine pick up date and make claim check for customer.	☐	☐	☐	☐	☐	☐
3. Mark or pin fit garment indicating desired alterations.	☐	☐	☐	☐	☐	☐
4. Take in or let out garment. (Male and/or Female)	☐	☐	☐	☐	☐	☐
5. Alter length of sleeves.	☐	☐	☐	☐	☐	☐
6. Alter length of skirt.	☐	☐	☐	☐	☐	☐
7. Alter dress waistline.	☐	☐	☐	☐	☐	☐
8. Alter trousers at waistline	☐	☐	☐	☐	☐	☐
9. Cuff bottom of trousers.	☐	☐	☐	☐	☐	☐
10. Replace zipper.	☐	☐	☐	☐	☐	☐
11. Do minor repairs, such as sew rips, replace linings, and reinforce buttonholes.	☐	☐	☐	☐	☐	☐
12. Operate pressing equipment.						
a. Hoffman Steam Press.	☐	☐	☐	☐	☐	☐
b. Sussman Iron.	☐	☐	☐	☐	☐	☐
13. Use various types of sewing machines.						
a. Home sewing machines.	☐	☐	☐	☐	☐	☐
b. Industrial sewing machines.	☐	☐	☐	☐	☐	☐

B. Suggestions and Comments:

Thank you. Please return to: Sham Mazejy
UW-Stout
Menomonie, WI 54751

Response: A_____

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

March 12, 1976

Dear Sir:

I am a graduate student at the University of Wisconsin-Stout, conducting a task-analysis of beginning level employees in dry cleaning. This letter and the accompanying questionnaire are being sent to various dry cleaners in the state of Wisconsin. The primary purpose of this study is to determine the skills and/or competencies most important for a person seeking employment with a company like yours.

The questionnaire will only take a few minutes of your time to complete. Your cooperation will be very much appreciated. Please complete and return the questionnaire enclosed, in the self-addressed, stamped envelope at your earliest convenience. Thank you for your valuable time.

Sincerely yours,

Shamiram Mazejy
Graduate Student
University of Wisconsin-Stout

kj

Enclosures

DIRECTIONS: Kindly mark your responses to the following questions in the squares provided.

A. How important do you feel it is for a "Beginning" dry cleaning and/or laundry employee to perform the following work activities?	NOT APPLICABLE 1	NOT IMPORTANT 2	3	IMPORTANT 4	5	VERY IMPORTANT 6
1. Receive soiled clothes and write out ticket for customer.	☐	☐	☐	☐	☐	☐
2. Tag clothes for identification.	☐	☐	☐	☐	☐	☐
3. Sort garments according to spots & stains, color, fiber content, and/or those that need repair.	☐	☐	☐	☐	☐	☐
4. Spot garments.	☐	☐	☐	☐	☐	☐
5. Patch or darn holes.	☐	☐	☐	☐	☐	☐
*6. Select proper washing time.	☐	☐	☐	☐	☐	☐
*7. Select correct water temperature and detergent for each load of clothes.	☐	☐	☐	☐	☐	☐
8. Press clothes correctly.	☐	☐	☐	☐	☐	☐
9. Assemble garments according to ticket number.	☐	☐	☐	☐	☐	☐
10. Identify customers garments and bag.	☐	☐	☐	☐	☐	☐
11. Complete monetary transaction.	☐	☐	☐	☐	☐	☐

*Not appropriate for dry cleaners

B. Please check which type of business you are in.

Laundry _____ Dry Cleaner _____

Dry Cleaner and Laundry _____

C. Suggestions and Comments:

Thank you. Please return to: Sham Mazejy
UW-Stout
Menominie, WI 54751

Response DL _____

Appendix B

Appendix B

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
1	2	Select appropriate notions according to fabric content	3.94
2	1	Aid customer in selection of fabric content for end use	3.93
3	35	Give customer information about care procedure for fabrics	3.89
4	4	Aid customer in selection of interfacings for each fabric content	3.87
5	34	Aid customer in selecting a fabric suitable for a particular pattern	3.74
6	33	Aid customer in selecting a pattern appropriate for a particular fabric	3.64
7	47	Do housekeeping duties, i.e., dust, sweep	3.51
8	3	Aid customer in pattern selection for her figure	3.49
9	32	Restock shelves	3.48
10	27	Do routine office work: answer telephone, take messages, filing	3.40
11	31	Do routine cleaning of tables and shelves	3.38
12	36	Lay patterns on fabrics to see if pattern will fit a specified amount of fabric	3.36
13	22	Order patterns	3.34
14	11	Stock shelves with notions	3.31
15	26	Handle customer complaints	3.14

*Descending Order
Scale - 0 to 4

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
16	7	Aid customer in laying pattern pieces on difficult fabrics	3.12
17	15	Prepare remnants	3.10
18	17	Describe construction techniques best for fabric chosen and end use chosen	3.03
19	12	Keep pattern drawers in numerical order according to each individual company	3.02
20	9	Suggest accessories for garments	2.97
21	18	Can demonstrate various construction techniques to a customer	2.92
22	49	Record incoming shipments of fabric, notions, patterns and other items	2.78
23	10	Price fabrics	2.74
24	46	Can demonstrate small hand equipment to a customer	2.64
25	19	Set up displays for advertising fabrics and patterns	2.46
26	16	Prepare displays of notions	2.39
27	23	Order notions and supplies	2.37
28	20	Plan window displays for promotion of fabrics	2.06
29	21	Set up window displays	2.03
30	14	Prepare display for remnant counter	1.99
31	40	Prepare signs for displays of fabric and notions	1.98
32	8	Aid customer in altering pattern pieces to fit her figure types	1.69
33	45	Roll fabric onto tubes from bolts or vice versa	1.65

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
34	48	Construct display garments for fabric store	1.60
35	37	Return discontinued pattern envelopes to companies for credit	1.54
36	42	Count notions	1.28
37	43	Measure yardage on bolts	1.23
38	44	Measure trims	1.19
39	41	Do inventory of retail outlet	1.16
40	30	Record fabric sales on store record sheets	1.10
41	29	Record fabric sales on ends of bolts	1.06
42	5	Repair snags in knits	1.05
43	24	Meet with sales people to select new fabric	.97
44	38	Demonstrate sewing machines that are on display	.95
45	6	Repair pulled threads in woven fabrics	.85
46	28	Do construction for customer, i.e., covered buttons and belts	.61
47	13	Teach construction classes for the retail outlet	.50
48	25	Meet with pattern company representatives	.39
49	39	Sharpen scissors and shears	.24

Source: Identification of Tasks in Home Economics Related Occupations - Iowa State and University of Iowa, 1974.

Appendix C

Appendix C

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
1	2	Analyze fitting problems of customer	3.58
2	48	Alter shoulder length or slope	3.53
3	13	Prepare a tag indicating alterations and giving instructions	3.40
4	18	Alter length of coat, skirt, dress, slacks	3.40
5	3	Fit garment on customer, examining: location and slope of shoulder line	3.26
6	20	Alter waist measurement	3.18
7	46	Arrange efficient work center, placing equipment within easy reach when sewing, considering proper height of work surfaces	3.18
8	21	Sew rips and seams	3.16
9	22	Arrive at work agreement with customer	3.09
10	42	Repair holes, knit and woven fabrics	3.09
11	47	Rip stitching without injuring fabric	3.07
12	10	Fit garment on customer, examining: ease at hipline	3.04
13	17	Use smaller sewing equipment (ex. seam ripper, ruler, button holer, etc.)	3.02
14	19	Alter length of sleeves in coat, suit, dress	3.02
15	28	Change style of suit	2.96
16	36	Performance of various hem types	2.93
17	5	Fit garment on customer, examining: location of grain lines	2.89

*Descending Order

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
18	11	Fit garment on customer, examining: design of garments	2.89
19	26	Taper shirts	2.86
20	41	Cuff trousers	2.86
21	32	Turn frayed shirt collar and cuffs	2.82
22	23	Maintain grain line in fitting	2.80
23	14	Estimate cost and determine pick-up date	2.76
24	7	Fit garment on customer, examining: position of darts in bodice and at elbow	2.73
25	31	Attach hooks and eyes, snaps, and buttons	2.69
26	51	Change location and length of darts	2.66
27	60	Keep financial records	2.64
28	1	Offer suggestions, when requested, for desirable alterations	2.60
29	55	Taper legs of pants and slacks	2.60
30	4	Fit garment on customer, examining: position of waistline	2.56
31	15	Make claim check	2.56
32	25	Rip stitches from darts and seams of section to be sewed	2.51
33	37	Alter waistline of skirts at dart and side-seam locations	2.51
34	56	Alter placement of collars on suits or coats	2.47
35	34	Press on wrong side to avoid shine on fabrics	2.46
36	35	Correct fitting problems in jackets and coats	2.44
37	57	Patch garment	2.27
38	39	Replace dress linings and coat linings	2.26

RANK*	ITEM NUMBER	TASK	MEAN FREQUENCY
39	45	Use accepted shop safety practices	2.22
40	59	Determine by experiments best procedure; amount of pressure, moisture and correct temperature to use on fabric	2.16
41	24	Keep sewing machine clean and oiled	2.09
42	49	Increase or reduce bust size	2.07
43	63	Repair torn pockets	2.07
44	6	Fit garment on customer, examining: length of bodice and sleeve	2.04
45	8	Fit garment on customer, examining: ease at bust	1.84
46	53	Relocate zipper	1.84
47	58	Press to shape or mold pieces of garments	1.75
48	62	Reinforce frayed buttonholes	1.75
49	64	Replace worn pockets	1.75
50	69	Mend linens for hospitals, nursing homes, hotels, motels	1.75
51	9	Fit garment on customer, examining: measurement of waistline	1.67
52	12	Mark or pin garment indicating desired alterations	1.66
53	16	Use various types of sewing machines	1.66
54	27	Alter pants cuff width	1.66
55	43	Select and purchase sewing equipment and tools needed for working efficiently as alterer; such as sewing machine, irons, pressing equipment and small tools	1.64

Source: Identification of Tasks in Home Economics Related Occupations - Iowa State and University of Iowa, 1974.

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